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The Tuba City Elementary School, located in a Bureau of Indian Affairs Sub-agency Headquarters on the Navajo Reservation in Arizona, has conducted a teacher aide program since August 1965. Specific teacher aide duties have been developed for routine record-keeping, small group and individual instruction, and supervisory activities. Teacher aides are used in ungraded primary grades, in intermediate grades, and to assist nurses, librarians, and home visitation officers. The aides are trained in operation of equipment, reporting procedures, and classroom operations through inservice training programs. Three aides attended a summer institute for teacher aides at Northern Arizona University for undergraduate credit. Seniors in high school who wish to become teacher aides upon graduation may participate in a 28-week training program during which time they receive $1.25 an hour. (JH)

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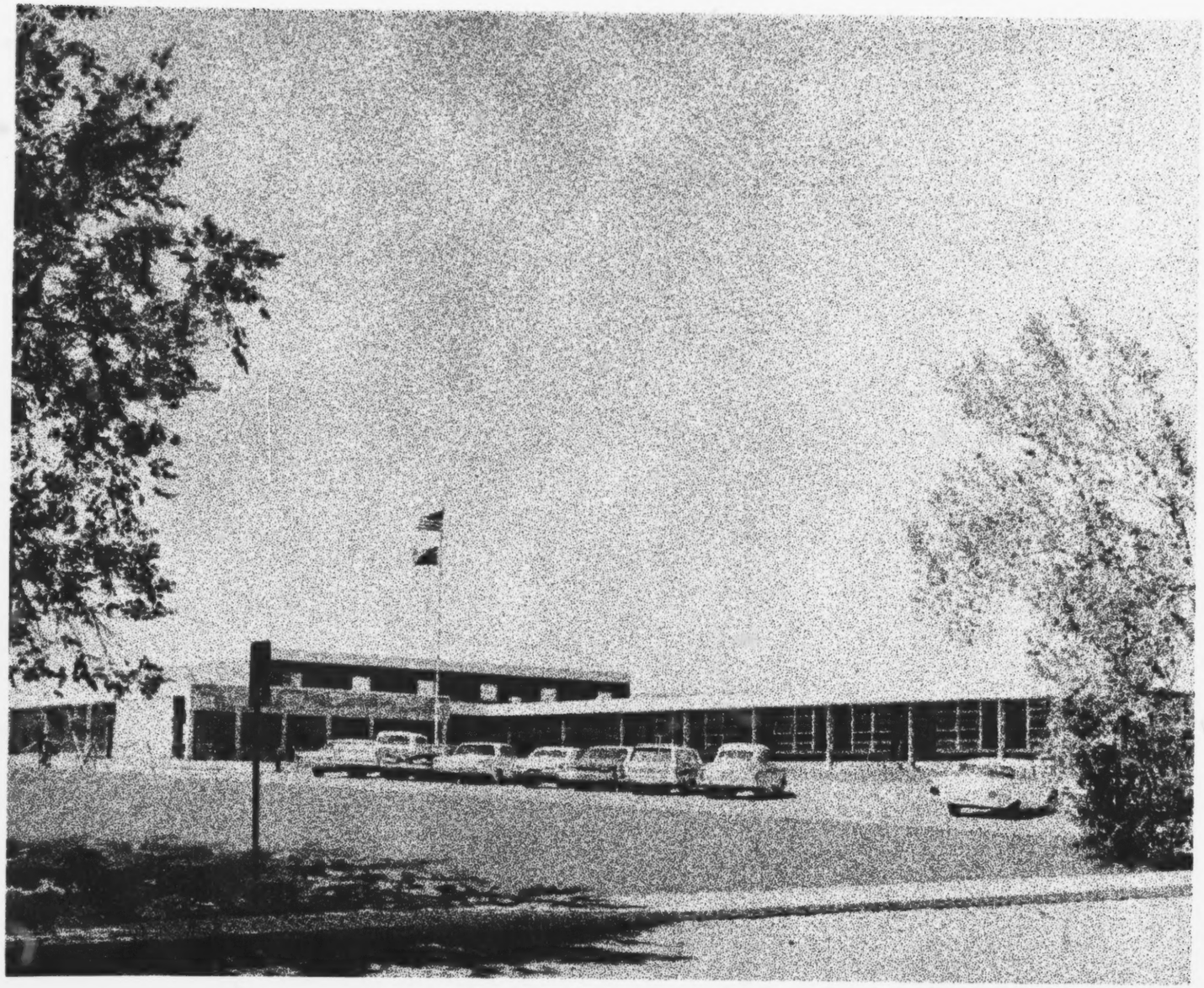


THE TEACHER AIDE PROGRAM

Tuba City Elementary School

TUBA CITY, ARIZONA

THE TEACHER AIDE PROGRAM

Introduction

It is our belief that certain non-educational responsibilities can be handled most profitably by someone other than a teacher. If a teacher is expected to be a professional person and expend all her talent and energy on the processes of education, she should not be encumbered by responsibilty for such things as lunch reports, taking attendance, paper grading, gathering supplies, and operating the ditto machine.

In addition to the regular teaching duties common to teachers country-wide, the teachers of this school district teach oral English because the student must spend a great deal of their time learning to speak English. Materials for this part of the program need to be developed on the local school level. If the teachers are to do an adequate job of this, they need time to accumulate, organize, and present materials and to develop types of activities that serve to teach English, which is a foreign language to about 80% of their students. The responsibility of teaching English as a Foreign Language requires a multi-media approach. Our teacher aide plan provides the help of an additional person, though not a teacher, in the overall process.

It is felt that the teacher can now devote the necessary time and effort to effective teaching of oral English and the other programmed subjects because she has the time formerly consumed by routine, non-educational duties to use for preparation. With the assistance of a teacher aide, the classroom teacher can and should become more expert in the preparation and presentation of effective material for her students.

Hadley A. Thomas
NCTEPS Project Director

Tuba City Elementary School

TUBA CITY, ARIZONA

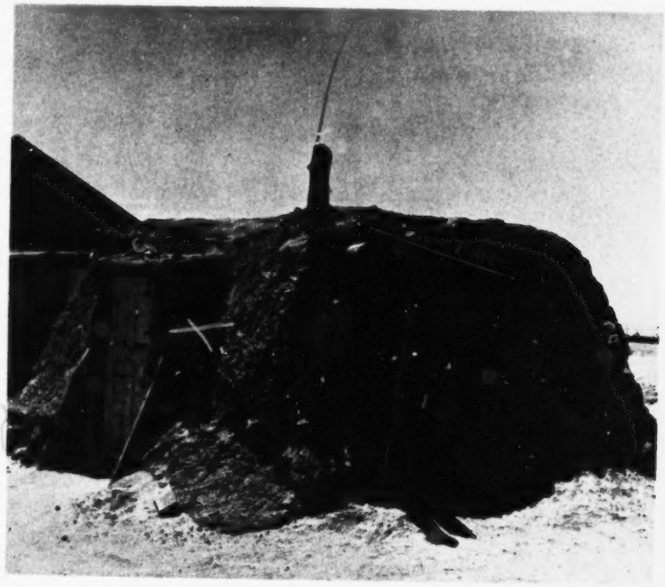
DESCRIPTION OF THE STUDENT BODY

The Tuba City Elementary School is located in a Bureau of Indian Affairs Sub-agency Headquarters on the Navajo Reservation. Tuba City is not an organized township. It is located about 78 miles from the nearest shopping center and town -- Flagstaff, Arizona.

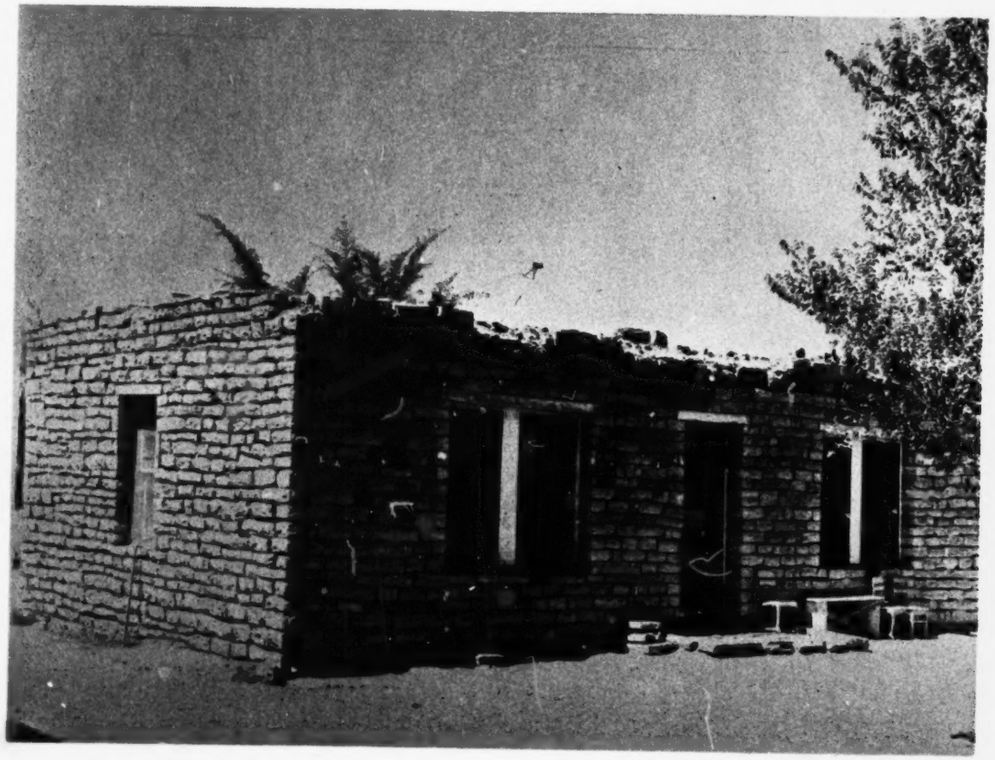
The students of this school come from many different types of homes. The Navajo students come from homes that range from very traditional to very progressive. Some of them come to school speaking little or no English; others come speaking English well. Some of the parents are unemployed and illiterate; some have college degrees.

A large group of students are Hopis. They usually speak English when they come to school. However, in some of the homes, the native Indian language is used most of the time, and these students have a language problem.

The third group of students are mostly Non-Indian. They may be Caucasian, Negro, Mexican, or of a mixture of different Indian and Caucasian backgrounds. Most of these students' parents are professional or semi-professional. The children come to school speaking English and usually do well in a standard academic program.

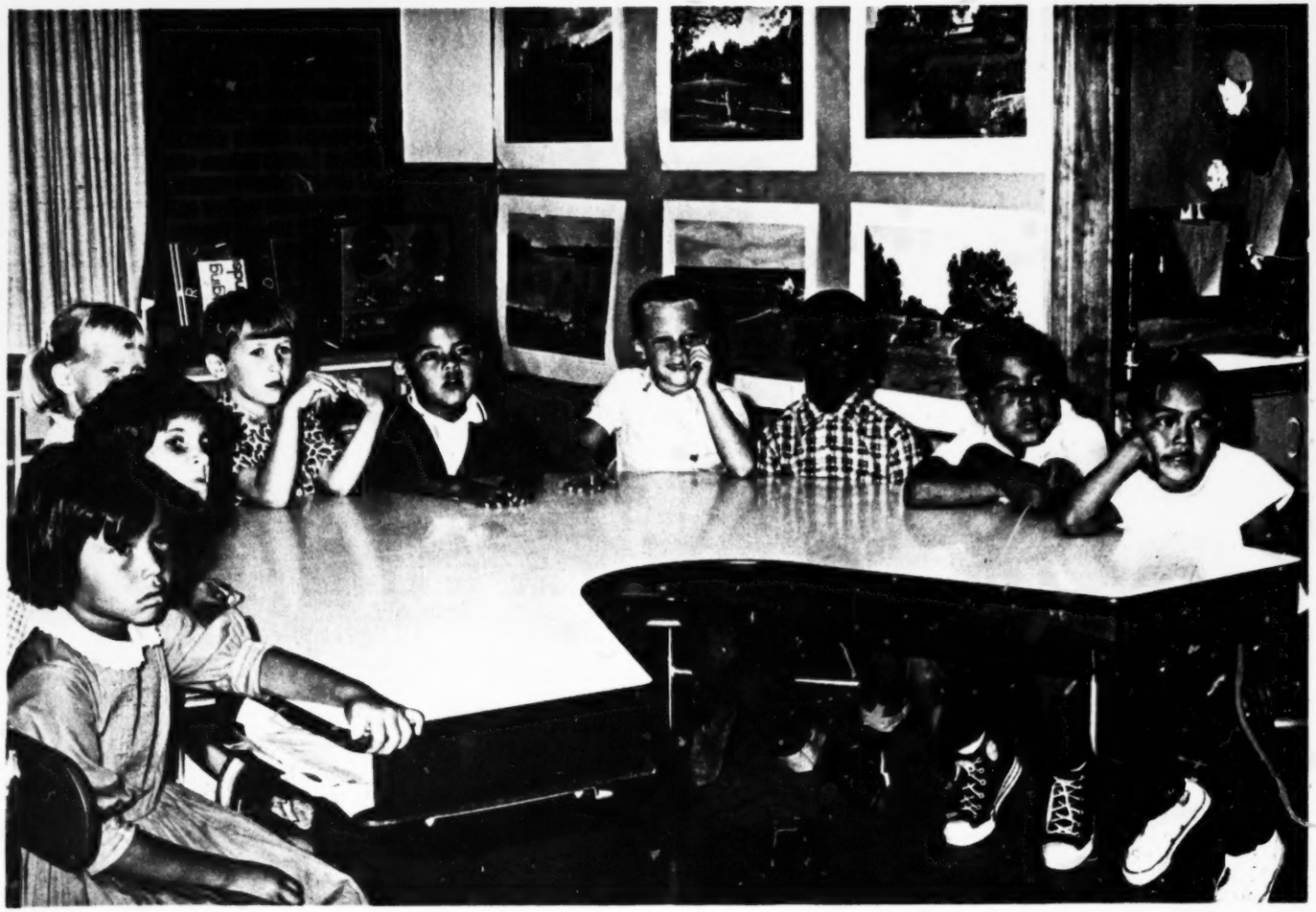


This is a Navajo home of a type found near Tuba City. It is not built in traditional hogan form although it is banked with earth as the typical old style octagonal house is built.



This is a typical Hopi house.

These children show the mixture of ethnic groups typical at Tuba City Elementary School.



There are approximately 800 students in the first six grades; of this number, 75 percent are Navajo, 13 percent are Hopi, and 12 percent are Non-Indian. It can readily be seen from this information that there is a great need for specialization in the school program. There is a multiple responsibility for the school district. One group of students will be college bound; their parents are teachers, doctors, engineers, and other employees of the government and public school. They need the type of preparation that will enable them to take a college-preparatory high school program. The other group of students need to learn to function in English before they can be expected to pursue an academic program. Because of their cultural background and home conditions, they are usually attendance problems, and many will be unable to complete a college-preparatory high school program. The majority of this group will be the adults who will be the permanent residents of this community. The other group will most likely go on to higher education and move off the reservation to apply the skills they get through their education.

DEVELOPMENT OF THE AIDE PROGRAM

In August of 1965, there were two teacher aides hired to work with the six first grade classes. The program was purely experimental. Each aide moved periodically from one to another of three classrooms during the day. The teachers planned their language arts classes to coincide with the time the teacher aide would spend in their particular classroom. The teacher aide then worked with the children who were not reading under the care of the teacher. The aide also helped to make out reports, run off dittoed seatwork, and do some secretarial work.

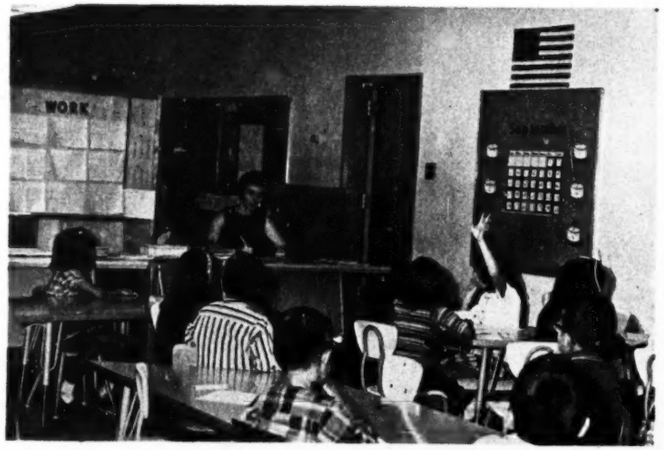
In January of 1966, the primary grades (1 - 3) were reorganized. A team-teaching plan was developed with teacher aides to be included in the new organization. However, it was felt that in these grades it was essential to have full-time teacher aides. Each aide would be assigned to work all day in one paritcular unit, and the number of aides was accordingly increased to seven.

The teachers and administrators worked out the duties of the teacher's aide. These duties were of a non-professional nature although it was felt that the aide would be needed to work with groups of children doing independent work, and to be a part of the team in the classroom. She was not to be just a secretary who helped the teacher, but a person involved in the classroom operations. With these criteria in mind, the staff worked out the following list of duties for guidance of the teacher aides.

THE DUTIES OF THE TEACHER AIDE

The teacher aide performs these duties under the supervision of the teacher.

1. Keep attendance reports, including registers, absence slips, and admission slips.
2. Copy grades on report cards and enter them in the teacher's grade book.
3. Collect lunch money; make out lunch envelopes, lunch reports, and report the number of students eating at school each day.
4. Inventory supplies and books.
5. Make out requisitions for supplies and get them from the supply room.



Here the teacher aide is taking attendance in the morning.

This picture shows a teacher aide collecting lunch money and making the necessary record.

The teacher aide is taking inventory.

6. Work on class lists as needed.

7. File children's work as directed.

8. Assist in the operation of visual aids equipment by getting it ready before the lesson and operating it during the lesson.

The teacher aide is preparing for an A/V session by setting up a movie projector.

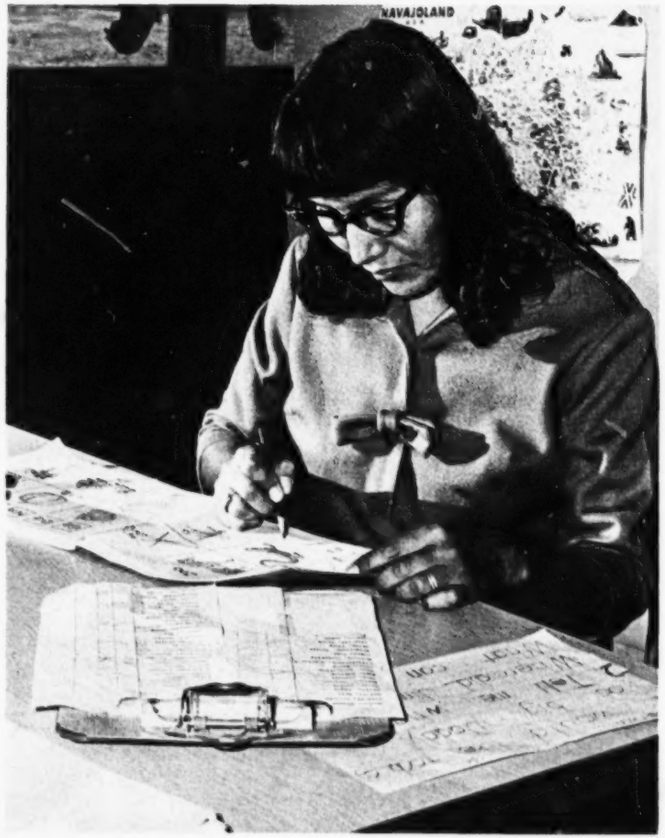
9. Prepare and run off duplicator materials and transparencies as directed by the teacher.

This teacher aide is running off material on the ditto machine.

10. Obtain pictures, books, make charts, prepare classroom displays, and enter information on the chalkboard as directed.

11. Correct objective written work such as tests, workbooks, spelling tests, etc.

12. Prepare weekly schedule of activities for recess.

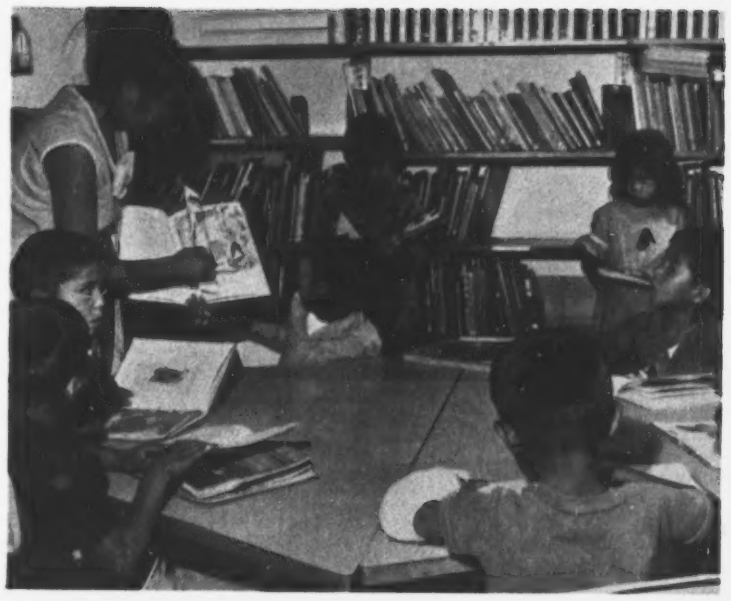


Grading student's work in a workbook is part of the teacher aide's daily work.

Here the teacher aide is assisting in the cafeteria.

13. Be in charge of groups to and from the cafeteria, library, and playgrounds or in the cafeteria, the library, or on the playgrounds.

14. Handle routine interruptions, such as notes from other teachers, messages, deliveries, and routine phone calls.



Helping children in the library is another part of a teacher aide's job.

15. Assist the teacher in seeing that seatwork is completed.

16. Assist the librarian during library period.

17. Pass out routine notices.

18. Handle routine opening exercises, such as the pledge of allegiance, opening songs, and health inspections.

19. Assist the teacher in such activities as using ear phones, arithmetic and word drill games, musical accompaniment, dictation of spelling words, and reading stories.

This aide is helping in the consolette.

20. Work with small groups and selected individuals to reinforce the teacher's instructions.

21. Supervise in the yard at recess under the direction of a teacher.

22. Provide directed activities for small groups to learn games.

The aide helps individuals at their seats or works with a small group as shown here.

Teacher aides help teach games and handle some playground activities.

There was a need for a formalized organization in the team units to utilize the teacher aides. The following concepts were developed into a general guide to be used in daily planning.

TEAM TEACHING DAILY SCHEDULE (SUGGESTED)

Teacher Aide Duties

a. Opening exercises: Roll, lunch money,pledge, health inspection, etc.
During this period the teachers would be preparing for their first groups.

b. Assist teacher by providing materials and helping monitor other groups.

c. As the teachers are teaching different small groups, aide would continue helping by getting materials and monitoring groups not with the teacher.

d. The aide would spend part of this time helping individual children make up work and finish individual assignments.

e. Help grade papers, gather materials, and get room ready for the coming day.

AIDE QUALIFICATIONS AND TRAINING

The aides who were employed were not trained or experienced. Some were housewives, some were girls just out of high school, and others were secretaries. Most of the aides were either Navajo or Hopi. There was a strong in-service program to try to teach the aides the operation of equipment, reporting procedures, and classroom operations. Each teacher, the aides that had worked the previous year,and the principal participated in this training program.

FURTHER AIDE TRAINING AND ITS BENEFITS

After school closed, there was an institute at Northern Arizona University for teacher aides. Three of the aides attended this institute and received six hours of undergraduate credit. Two of these aides are now continuing their education to become teachers. Another aide will start attending summer sessions to study to become a teacher. One aide who did not attend the institute has expressed a desire to attend college next year.

It is felt that this is a side benefit of the teacher aide program. It creates interest and a desire for some to become teachers. There were seven aides in the original program; one did not want to continue full time, but substitutes as an aide; one went on to college full time; one went to work for the government as a teacher; one started to college in the second semester; and three are employed this year in the program.

EXPANSION OF THE AIDE PROGRAM

The teacher aide program has been expanded this year. In addition to the seven positions established last year, the following positions have been added: aides for two ungraded rooms; aides for the fourth, fifth, and sixth grades; a nurse's aide; two home visitor aides; and two library aides.

AIDES IN UNGRADED ROOMS

The teacher aides in the ungraded rooms work with one teacher and 25 students all day. The students in these rooms were selected from the first three grades. It was felt that they needed special attention in oral English and reading. One additional ungraded room was established on the junior high school level.

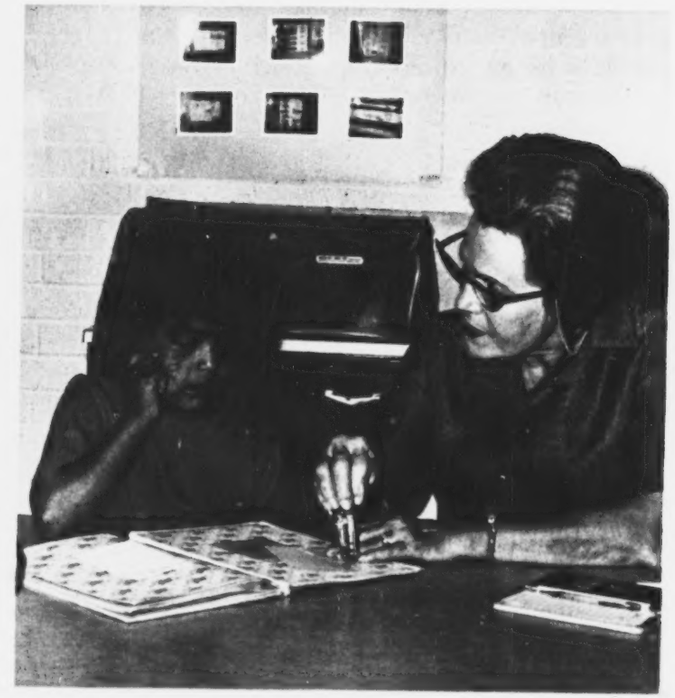
AIDES IN INTERMEDIATE ROOMS

The teacher aides in the fourth, fifth, and sixth grades work in two different classrooms. They spend a half-a-day in each room. Their role is more clerical than that of the primary school aides. However, they work with the remainder of the class when the teacher is working with groups.

LIBRARY AIDES

It was decided to employ nonprofessional persons to work in the libraries. They would be responsible for the following duties:

1. Checking out library books to the students.
2. Typing book cards and putting new books on the shelves.
3. Typing a cross reference index of all materials.
4. Gathering materials for units for the classrooms.



The library aide helps students with books. Here she is checking one out for the little girl.

5. Checking out films, filmstrips, transparencies, and picture files.

6. Helping the Audio-Visual Director with ordering and record keeping.

The requirements for this position were a high school education, typing ability, an interest in books, and ability to work with children.

HOME VISITOR AIDES

Most of the students are Navajo, and there is a need to establish home-school relations. The teachers do not feel that they can make home contacts when the parents do not speak English and live in isolated areas. An aide who speaks Navajo and comes from the local community assists with this problem. He makes the initial contact with the home and opens the way for the teacher to go to the home to discuss the problem. The aide also brings parents to the school to discuss problems with the teacher and acts as an interpreter. Many of the parents do not have transportation, and the aide provides this service. He is not responsible for truancy duties. A regular attendance officer works on this sort of problem. However, the aide does talk with parents when a student has extended absences from the school to see what can be done by the parents and the school. If the parents can come to the school, he brings them. If the teachers need to visit the home, he takes them there. If there needs to be some other follow-up, he makes contact with the nurse, the social worker, or the principal.

The two aides employed as home visitor aides are older men, known and respected in the community. They understand both cultures and have the respect of the parents even in outlying areas.

The home visitor aide has brought family and teacher together at a student's home.

Here the teacher is visiting a Hopi home.

The attendance officer is talking with a Navajo family.

NURSE'S AIDE

With some of the students and parents, there is a problem of communication about health problems. It is difficult for many of the parents to understand what needs to be done. A Navajo-speaking nurse's aide explains to students and parents what they need to do about health problems. This aide has worked as a practical nurse in the local hospital. She assists the school nurse with the school health program.

TRAINING NEW TEACHER AIDES

It is essential to have some source for trained teacher aides. It was felt that if the local high school seniors who are not college-bound and are interested in working with children could be trained they would fill our need. Local trainees would provide aides who have a good understanding of the community and the students.

With the help of a questionnaire filled out by all of the teachers who had worked with aides, the following program was planned and candidates for training were chosen.

This selected group of seniors go to class two nights a week from 6:00 to 8:00 p.m. Instructors are selected from the present faculty to help in the training program. The trainees receive $1.25 an hour during their training period. The program requires 28 weeks, with a practicum during the last nine weeks. During the practicum, the trainees will spend their daily study hall period working in a classroom with experienced aides.

The nurse's aide works on many facets of the health program. Here she is working with an individual in the nurse's office.

TRAINING PROGRAM FOR TEACHER AIDES

First Nine Weeks: Audio Visual Equipment and Materials
Audio-Visual Director
How to: operate all of the school equipment, prepare materials, care for equipment.

Four Weeks: Preparation of Reports and Safety of Students.
Elementary Principal
How to: make out attendance slips, registers, lunch money records, lunch, envelopes, report cards, pupil textbook cards permanent record folders, admission slips; correct papers, tests, and workbooks.

One Week: Health of Students and Blackboard Preparation
School Health Nurse
Art Teacher
How to: treat simple sores, send pupils to nurse, help child with a health problem.
How to: write on the blackboard using the correct cursive and manuscript alphabets.

One Week: How to Read and Tell Stories to Children
Fourth Grade Teacher
How to: hold a book while reading, use voice to denote the action of a story, arrange a group for stories.

One Week: How to Sing with Pupils and Teach Simple Song Games
Elementary Music Teacher
How to: sing with large and small groups, select songs for a class, teach simple song games.

Two Weeks: Classroom Management
First Grade Teacher
Sixth Grade Teacher
How to: get classroom ready for the next day; check on temperature and lighting; show children the correct way to put away materials and books; report faulty equipment; store books and materials; prepare chalkboards and bulletin boards; collect papers and establish pupil duties; know the names for school supplies, materials, and books; use the correct vocabulary for classrooms; organize cleaning periods.

One Week: How to Start the School Day
First Grade Teacher
How to: conduct opening exercises; pass papers, workbooks, and materials; conduct drill type exercises; move pupils from one activity to another; take over the classroom for a few minutes while the teacher is out of the room.

PRACTICUM PERIOD: working a period during the day in a classroom with a teacher and an experienced aide. Half of the practicum will be spent in the primary grades and half in the intermediate grades.

Three Weeks: Bulletin Boards
Art Teacher
How to: make cut-paper letters, letter with felt tipped pen, make cut-paper figures and displays, plan and make a bulletin board in school hallways.

Three Weeks: Understanding the Child
Junior High School Principal
How to: understand what normal behavior is for different age groups, understand what test results are, know what information is confidential, guide children to understand rules of behavior, help a student with an individual problem.

One Week: Planning with the Teacher
A Teacher Aide
How to: give the teacher information about pupils so she can plan adequately, show graded material to the teacher so she can utilize it, report problems, provide information about home situations of students, prepare materials from plans for the next day, help the teacher most in the classroom.

Two weeks: How English is Taught as a Language
Elementary Principal
How to: understand the basic types of drills, know when to talk Navajo and when not to, be effective in helping the teacher in this area.

WORKING CONDITIONS FOR TEACHER AIDES

The teacher aides report when the teachers report and work the same hours. They have the same paid school holidays during the school year. Sick leave is earned at the rate of one day for every month of the school year. It is not accumulated from year to year.

TEACHER-AIDE DAILY SCHEDULES

The daily schedules vary from one situation to the next. The various types of daily schedules are included in the following examples. These sample, daily schedules are presently used by the school.

DAILY SCHEDULE FOR A TEAM TEACHING UNIT

AIDE	TEACHER	TEACHER
Opening Exercises	Discuss assignments for spelling, writing, and English with the students.	Preparation for reading lessons.
Complete lunch report, send children to nurse, monitor groups doing independent work	Arithmetic: two small groups	Reading: two small groups
Recess for half of room Recess for half of room	Arithmetic:two small groups	Reading: two small groups
Monitor small groups while checking spelling papers and the writing assignments	English: two small groups	English: two small groups
Prepare students to go to lunch		
Grade papers and work on bulletin boards	Unit Work: Science-Health	Unit Work: Social Studies
Type ditto masters, gather materials for next day	Planning period for the coming day	

Beginners, first, second, third, and fourth grades are involved in the team-teaching program.

DAILY SCHEDULE FOR FOURTH, FIFTH, AND SIXTH GRADE TEACHER AIDES

TEACHER AIDE	TEACHER
Gather materials	Preparation
Take roll and lunch-count in both rooms	Opening Exercises
Help in first room with groups doing independent work	Language arts program - Reading, spelling, writing, etc.....
RECESS	
Preparation of teaching materials, reports, etc.	Continuation of program
Help in second room as above with groups	Language Arts program
RECESS	
Take students to the bus	
Planning period with teachers for the next day	

Half of the fourth, all of the fifth and sixth grades are in self-contained classrooms

DAILY SCHEDULE FOR AN UNGRADED CLASSROOM

TEACHER AIDE	TEACHER
Opening Exercises: attendance, lunch, and health check	Preparation
Monitor groups with independent seatwork	Reading for three groups
Correct seatwork papers	Arithmetic for three groups
Recess	
Preparation of materials, checking out film, etc. for afternoon's work	Oral English
Prepare seatwork for next day from morning's work	Rest period and story
Correct papers of day, file students' work	Spelling Writing
Assist in game	Teach game
Show film, filmstrip, etc. for lessons.	Social Studies, Health or Science
Preparation and planning period for teacher and aide.	

GENERAL CONCLUSIONS

The possibilities of utilization of aides in the educational program are unlimited. We have not been able to explore all of them due to the newness of our program. However, we have been able to make some general conclusions about our program:

1. There are definite advantages in having a person who can perform the extra, noneducational type activities for the teacher.

2. There has been a high morale factor for the teachers in the teacher aide program.

3. The teachers need in-service training for using the teacher aides effectively in the educational process.

4. Aides are most pleased about working with the children; more than by reports, their increased status in the community, or the pay.

5. There is close identification of the children with the aide.

6. A trained teacher aide is much more effective than one who has to be trained on the job.

7. A person with a high school education and a strong interest in children can be very effective in the educational process as an aide.

8. A system of training aides needs to be established for the districts needs.

9. Aides from the local community and culture can open doors in the community that would not be opened by any other means. The aides can gain admittance and acceptance in homes that would not be open to the teacher. They can help the teacher understand the local culture and their students from that culture.

10. We have one fourth grade teacher aide and two home visitors who are men. Their success in this program causes us to feel very strongly that men should be considered in any aide program.

11. The aide program provides a source of teachers. Several of our aides become so interested in the classrooms that they are going to college to become teachers. If they had not worked in the classroom, they would never have known that they enjoyed this type of work.

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by

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